

SPARTANBURG 3 SCHOOL DISTRICT

P. O. Box 267
Glendale, South Carolina 29346

GRADES PK-12

ENROLLMENT 3,029 Students

SUPERINTENDENT Dr. Jim Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	14	4	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This district met 29 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Excellent	Average	Yes

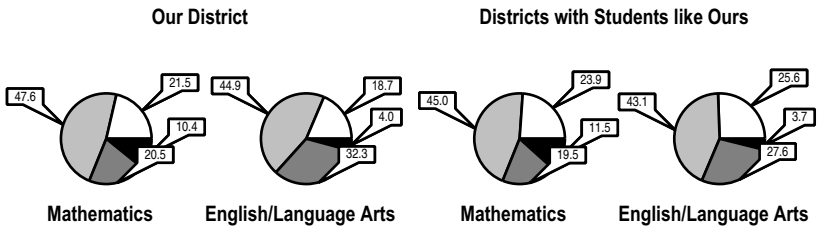
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

82.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	81.6	N/A	N/A	76.4	N/A	N/A
Passed 1 subtest	12.8	N/A	N/A	12.8	N/A	N/A
Passed no subtests	5.6	N/A	N/A	10.8	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	11.8	14.5
Seniors who met the SAT/ACT requirement	11.8	14.8
Seniors who met the grade point average	62.6	49.6

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,453	99.9	18.7	45.0	32.3	4.0	36.3
Gender							
Male	735	99.7	23.0	45.7	29.5	1.9	31.4
Female	718	100.0	14.4	44.3	35.1	6.1	41.3
Racial/Ethnic Group							
White	1,124	99.9	15.2	44.2	36.0	4.6	40.6
African-American	280	99.6	30.5	47.7	19.9	1.9	21.8
Asian/Pacific Islander	10	100.0	25.0	62.5	12.5	0.0	12.5
Hispanic	36	100.0	39.4	39.4	18.2	3.0	21.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,210	99.9	13.8	45.8	35.9	4.5	40.5
Disabled	243	99.6	43.7	41.0	14.0	1.3	15.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,453	99.9	18.7	45.0	32.3	4.0	36.3
English Proficiency							
Limited English Proficient	52	100.0	31.9	44.7	21.3	2.1	23.4
Non-Limited English Proficient	1,401	99.9	18.3	45.0	32.7	4.1	36.7
Socio-Economic Status							
Subsidized meals	798	99.8	26.7	48.0	23.8	1.5	25.3
Full-pay meals	654	100.0	9.5	41.5	42.1	6.9	49.0
Mathematics							
All Students	1,453	99.9	21.4	47.6	20.5	10.4	31.0
Gender							
Male	735	99.9	23.8	44.0	21.5	10.7	32.2
Female	718	100.0	19.0	51.3	19.5	10.2	29.7
Racial/Ethnic Group							
White	1,124	99.9	18.1	45.9	23.5	12.4	35.9
African-American	280	100.0	33.3	54.3	9.0	3.4	12.4
Asian/Pacific Islander	10	100.0	0.0	62.5	25.0	12.5	37.5
Hispanic	36	100.0	33.3	45.5	18.2	3.0	21.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,210	100.0	16.0	49.0	22.5	12.4	35.0
Disabled	243	99.6	48.5	40.6	10.5	0.4	10.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,453	99.9	21.4	47.6	20.5	10.4	31.0
English Proficiency							
Limited English Proficient	52	100.0	21.3	48.9	21.3	8.5	29.8
Non-Limited English Proficient	1,401	99.9	21.4	47.6	20.5	10.5	31.0
Socio-Economic Status							
Subsidized meals	798	99.9	27.7	51.1	15.9	5.3	21.2
Full-pay meals	654	100.0	14.1	43.7	25.8	16.4	42.3

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	249	100.0	15.0	43.3	38.8	2.9	41.7
	Grade 4	280	100.0	22.9	45.9	29.3	1.9	31.2
	Grade 5	227	100.0	23.0	49.8	26.7	0.5	27.2
	Grade 6	262	99.6	24.4	39.3	31.0	5.4	36.4
	Grade 7	246	100.0	29.7	48.0	21.8	0.4	22.3
	Grade 8	236	99.6	28.1	46.8	24.2	0.9	25.1
2004	Grade 3	222	100.0	13.1	41.6	37.1	8.1	45.2
	Grade 4	234	100.0	15.0	45.3	36.8	3.0	39.7
	Grade 5	275	99.6	19.1	47.8	31.3	1.8	33.1
	Grade 6	242	100.0	29.8	40.3	26.1	3.8	29.8
	Grade 7	251	99.6	18.5	46.6	30.5	4.4	34.9
	Grade 8	231	100.0	20.2	52.2	25.0	2.6	27.6

Mathematics								
2003	Grade 3	249	100.0	14.2	54.2	19.6	12.1	31.7
	Grade 4	280	100.0	13.9	57.5	18.4	10.2	28.6
	Grade 5	227	100.0	18.0	55.8	21.7	4.6	26.3
	Grade 6	262	99.6	20.2	38.7	25.9	15.2	41.2
	Grade 7	246	100.0	32.8	33.2	21.8	12.2	34.1
	Grade 8	236	100.0	25.5	51.1	15.2	8.2	23.4
2004	Grade 3	222	100.0	19.5	56.1	20.4	4.1	24.4
	Grade 4	234	100.0	18.4	51.7	21.4	8.5	29.9
	Grade 5	275	100.0	20.9	49.1	17.6	12.5	30.0
	Grade 6	242	100.0	25.6	37.4	25.2	11.8	37.0
	Grade 7	251	99.6	23.3	45.4	17.7	13.7	31.3
	Grade 8	231	100.0	22.8	51.8	17.1	8.3	25.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	239	99.2	9.6	33.6	35.4	21.4	56.8
Gender							
Male	131	100.0	11.1	32.5	36.5	19.8	56.3
Female	108	98.1	7.8	35.0	34.0	23.3	57.3
Racial/Ethnic Group							
White	181	98.9	6.9	31.8	37.6	23.7	61.3
African-American	53	100.0	19.6	35.3	29.4	15.7	45.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	212	99.5	5.4	32.4	39.7	22.5	62.3
Disabled	27	96.3	44.0	44.0	N/A	12.0	12.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	99.2	9.6	33.6	31.4	21.4	56.8
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	99.2	9.3	33.2	35.8	21.7	57.5
Socio-Economic Status							
Subsidized meals	92	98.9	18.2	36.4	31.8	13.6	45.5
Full-pay meals	147	99.3	4.3	31.9	37.6	26.2	63.8

Mathematics							
All Students	239	99.2	14.0	29.7	31.4	24.9	56.3
Gender							
Male	131	100.0	11.1	32.5	30.2	26.2	56.3
Female	108	98.1	17.5	26.2	33.0	23.3	56.3
Racial/Ethnic Group							
White	181	98.9	11.6	28.3	30.6	29.5	60.1
African-American	53	100.0	23.5	31.4	35.3	9.8	45.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	212	99.5	8.8	30.4	34.3	26.5	60.8
Disabled	27	96.3	56.0	24.0	8.0	12.0	20.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	99.2	14.0	29.7	31.4	24.9	56.3
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	99.2	14.2	29.6	31.0	25.2	56.2
Socio-Economic Status							
Subsidized meals	92	98.9	21.6	37.5	27.3	13.6	40.9
Full-pay meals	147	99.3	9.2	24.8	34.0	31.9	66.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	199	97.5%	195	11.8%	206	87.4%	N/A
Gender							
Male	89	96.6%	91	14.3%	101	82.2%	
Female	110	98.2%	104	9.6%	105	92.4%	
Racial/Ethnic Group							
White	156	98.7%	150	14.0%	159	88.7%	
African American	37	94.6%	40	5.0%	42	83.3%	
Asian/Pacific Islander	3	I/S	3	I/S	3	I/S	
Hispanic	2	I/S	2	I/S	2	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	183	98.4%	182	12.6%	188	93.1%	
Disabilities other than speech	16	87.5%	13	0.0%	18	27.8%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	199	97.5%	195	11.8%	N/A	N/A	
English Proficiency							
Limited English proficient	3	I/S	5	0.0%	3	I/S	
Non-LEP	196	98.0%	190	12.1%	203	87.7%	
Socio-Economic Status							
Subsidized meals	55	96.4%	48	2.1%	54	81.5%	
Full-pay meals	143	97.9%	147	15.0%	152	89.5%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	97.5%	94.8%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	206	709
Number of Diplomas	180	541
Rate	87.4%	76.3%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	493	504	506	511	999	1015
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.8	18.9	20.0	18.7	19.7	19.0	19.3	19.0	19.8	19.1
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,029)				
First graders who attended full-day kindergarten	95.2%	N/C	96.1%	97.2%
Retention rate	4.8%	Up from 4.0%	5.1%	5.3%
Attendance rate	96.8%	Down from 96.9%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%		5.1%	5.1%
Eligible for gifted and talented	16.4%	Up from 15.0%	15.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Up from 11.8%	11.7%	10.9%
Older than usual for grade	2.1%	Up from 1.6%	4.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.3%	1.2%	1.1%
Enrolled in AP/IB programs	18.6%	Down from 22.7%	10.3%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	50	Down from 73	233	157
Completions in adult education GED or diploma programs	17	Down from 20	50	39
Annual dropout rate	1.1%	Up from 1.0%	4.0%	2.9%
Teachers (n= 214)				
Teachers with advanced degrees	64.0%	Up from 60.8%	50.0%	50.0%
Continuing contract teachers	91.6%	Up from 86.2%	85.6%	84.6%
Highly qualified teachers**	88.3%	N/A	92.1%	92.5%
Teachers with emergency or provisional certificates	0.5%		3.9%	4.4%
Teachers returning from previous year	92.1%	Up from 89.6%	91.0%	89.9%
Teacher attendance rate	95.0%	Down from 96.4%	94.9%	94.7%
Average teacher salary	\$45,010	Up 1.3%	\$40,766	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.3%	0.3%
Prof. development days/teacher	13.7 days	Up from 11.6 days	12.4 days	12.0 days
District				
Superintendent's years at district	7.0	Up from 6.5	3.5	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.8 to 1	21.4 to 1	21.0 to 1
Prime instructional time	90.8%	Down from 92.4%	89.5%	89.5%
Dollars spent per pupil*	\$8,462	Down 1.2%	\$7,135	\$7,217
Percent of expenditures for teacher salaries*	57.4%	Up from 52.8%	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	97.4%	97.3%
Number of schools	7	No change	16	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	3.1%	4.3%
Average age in years of school facilities	26	Up from 25	26	26
Number of schools with SACS accreditation	7	No change	14	8
Average administrator salary	\$68,459		\$67,194	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	20.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

We are proud of our district's achievement record for the 2003-2004 school year and grateful for the continued support of parents, trustees and community volunteers. It's the "firm foundation" our staff builds upon as we prepare students for lifelong learning and earning.

We continue to be a leader in using computers and the Internet to promote academic success. Two national educational technology awards last year reinforced this fact, as well as state technology awards for the Middle School of Pacolet and federal grants that brought wireless networks to both of our middle schools. Cannons Elementary also has implemented wireless technology, thanks to a grant from the Beaumont Foundation. District Three has been a training site for State Department of Education technology initiatives for the past three years, allowing us to share success with school leaders from throughout South Carolina.

Eight more of our teachers received National Board certification last year, which is the highest credential in the profession. The district continues to be a state leader in the number of teachers holding advanced degrees. Our small class sizes and neighborhood schools remain the trademark of our district.

Renovations and upgrades have kept our school buildings in top shape. Phase two renovations and additions to Broome High School - the second major project at the school since 1976 - have been accomplished with a minimum impact on daily operations. These most recent improvements in athletic and academic facilities will benefit our students and our community for years to come.

District Three school volunteers have a tradition of earning exemplary recognition. Doc Phillips and Marsha Gibbs received State Volunteer awards last year for their contributions to public education. Warren Snead of MPI Southern Fineblanking won the Presidents' Award for volunteerism from the SC Chapter of the National School Public Relations Association. As their contribution to the community, our students and staff members brought home additional honors with their charitable donations to the March of Dimes, American Cancer Society and other worthwhile causes.

Dr. Jim Ray, Superintendent